DOCUMENT RESUME

ED 049 108 SO 000 872

TITLE	School Services Curriculum Newsletter.
INSTITUTION	Joint Council on Economic Education, New York, N.Y.
PUB DATE	Mar 70
NOTE	10p.
AVAILABLE FROM	Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Book Reviews, *Curriculum, *Economic Education, Educational Trends, Elementary Education, Higher Education, *Newsletters, Professional Associations, *Research Reviews (Publications), Secondary Education, Social Studies
IDENTIFIERS	JCEE, *Joint Council on Economic Education

ABSTRACT

The thrust of this publication is to share perspectives on a variety of curriculum matters with professionals in schools and colleges. Materials and programs will be mentioned as deemed illustrative of current trends and new dimensions in economic education. Suggestions of additional items for review and inclusion in future Newsletters are encouraged. Those interested in receiving the newsletter regularly should request that their name be placed on the mailing list. (Editor/DJB)

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SCHOOL SERVICES
CURRICULUM NEWSLETTER
JOINT COUNCIL ON ECONOMIC EDUCATION
1212 AVENUE OF THE AMERICAS / NEW YORK, NEW YORK 10036

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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March 1970

The 'World of Work' and Economic Education

"The relatively high unemployment rate for young workers suggests that we have not adequately prepared our students for the transition from school to work."

There is often a destructive competition between those who value "practical vocational skills" and those who reject skill education in favor of "analytical training of the mind." This dichotomy has resulted in a separation between the vocational education function of schools and the liberal arts function. Even the best comprehensive high schools often fail to achieve a marriage. Close connections between economic and vocational education have been demonstrated by several educators, which fortunately provides us with good examples for bridging this gap.

Robert L. Darcy and Phillip E. Powell have produced Manpower and Economic Education: Opportunities in American Economic Life--a program for fusing the best in manpower development objectives with basic economic understanding.

> "Robert Darcy and Phillip Powell have made an outstanding contribution to the difficult task of introducing high school students to economics. Their book, Manpower and Economic Education: Opportunities in American Economic Life, seems to me to do the most essential job of all--to involve students by showing them how directly economics relates to their own lives. To focus attention on manpower and employment proves to be, in their treatment, a brilliant way of giving unity and coherence to the first course in economics. Their book is factual, down-to-earth, and plain, but it is at the same time analytical and challenging. The many examples and cases presented should be extremely

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The thrust of this publication is to share perspectives on a variety of curriculum matters with professionals in schools and colleges. Materials and programs will be mentioned as deemed illustrative of current trends and new dimensions in economic education. Necessarily, many good materials and programs will be excluded due to space limitations and the limited ken of the Editor. Please feel free to suggest additional items for review and inclusion in future Newsletters.

stimulating for students and teachers in the classroom. I am most enthusiastic about this lively and intelligent approach to economics and hope that it will find wide use in our schools."

Leonard S. Silk
The Brookings Institution

A series of television programs based on Manpower and Economic Education is currently being beamed state-wide in Arkansas in order to inform teachers of the potentials of this new curriculum synthesis.

For further information on the television program write to Phillip E. Powell, Director, Center for Economic Education, Henderson State College, Arkadelphia, Arkansas 71923. Manpower and Economic Education, $3.50; and accompanying Teacher Manual, $1.50, may be obtained from the Joint Council.

* * *

The 1968 Vocational Technical Education Amendments under the Elementary Secondary Education Act bear close examination by economic educators. With funds as scarce as they are, it is welcome news to find the inclusion of economic analysis as an acceptable dimension of vocational education programs. School systems which have funding under the Vocational Technical Act should explore the possibility of conducting in-service programs which parallel the objectives of the Arkansas program discussed above.

"In passing the amendments, Congress has given America's public schools a mandate which is probably the most challenging in their history. This legislation is aimed at making occupational preparation a major responsibility of our schools. It seeks to strengthen and expand existing programs and develop new ones designed to equip slum youths, disadvantaged adults, and handicapped persons with job skills and to meet the Nation's manpower needs."*

Highlights and Recommendations from the General Report of the Advisory Council on Vocational Education (1968) is available free of charge from the M.H. Russell Center for Economic Education, Henderson State College, Arkadelphia, Arkansas 71923. This brief six-page document provides an excellent rationale for including economic analysis as an integral part of vocational education programs.

Another source of information on innovative vocational education programs is On the Way to Work, available free of charge by writing to Educational Facilities Laboratories, 477 Madison Ave., New York, N.Y. 10022.

* * *

Learning About People Working for You, by John E. Maher and S. Stowell Symmes (1969), is a book full of big ideas, too often left for "later." Unfortunately we tend to underestimate the capacities of students. The reader (grades 4-7) is introduced to basic information about the world of work. He learns that there is a relationship between what people want to buy and what kinds of work people will be doing. An ideal supplement to social studies programs, this "mini-text" offers the student a way to build his economic reasoning power at an early age.

For information and price write to Franklin Watts, Inc., Book Publishers, 575 Lexington Avenue, New York, N.Y. 10022.

* * *

*Grant Venn, Associate Commissioner for Adult, Vocational, and Library Programs, U.S.O.E., Foreword to The Vocational Education Amendments of 1968 (1969, 12pp.). For sale by the Superintendent of Documents, U.S. Govt. Printing Office, Washington, D.C. 20402. Catalog No. FS 5.280: 80064. Price 15 cents.

Another unique effort designed to redress the destructive image which formal "white-collar" education has given to the "other" world of work is underway in Atlanta, Georgia. Under the direction of Dr. Helen E. Cook work has begun on a federally funded program entitled Occupational Information Materials Project. A series of 39 telecasts showing occupations in 34 different fields has been developed for the elementary grades. The TV series, entitled "Countdown to the 70's," includes such interesting occupational fields as: In the Spotlight (performing arts); Their Work is Play (recreation); When You Eat Out; Designing Tomorrow: The Engineers; and Space Age Crystal Gazing. A brochure prepared by the OIM staff indicates that the project will produce a wide variety of co-curriculum materials such as: a book of poems; a motivational workbook entitled "Where in the World Are You Going?"; a health careers card game; jigsaw puzzles; a book of poems and songs compiled by children; and even bookmarks designed to arouse curiosity about various occupations.

Although there has yet to be an evaluation of the impact of Atlanta's project, it appears to be promising. Its design can be easily replicated in other cities and even in suburban schools where career planning is often otherwise down-graded in an effort to push all students on to a four-year college.

For further information write to Atlanta Public Schools, Instructional Services Center, 2930 Forrest Hill Drive, S.W., Atlanta, Georgia 30315.

TOWARD MORE SYSTEMATIC CURRICULUM CHANGE

Education has been notoriously inefficient in trying to improve curricula. So the critics say. Planning has been unsystematic; goals are vaguely stated; resources are poorly marshalled; and measurement is largely omitted.

To help both theorists and practitioners, the Joint Council has published:

DEEP 1969: Perspectives on a 5-Year Experiment in Curriculum Change ($3.50)
Handbook for Curriculum Change/Guidelines ($2.00)

These books are based on the Joint Council's experience with thirty major school systems in the Developmental Economic Education Program (DEEP). The findings are buttressed by on-site activities initiated under the leadership of more than forty Affiliated Councils and a three-year evaluation by The Psychological Corporation, assisted by the Center for Instructional Research and Curriculum Evaluation (CIRCE) of the University of Illinois.

DEEP 1969 offers seven different perpectives on the process of changing curriculum: The first chapter views the origin, objectives, and initial DEEP project plans. The second chapter presents the viewpoint of its national project directors and shows how goals and resources were adjusted to one another. The project is examined in Chapter Three both in terms of evaluating the relative success in accomplishing stated objectives, and in terms of exploring the relative merit of processes by which the objectives were accomplished. The fourth chapter views the DEEP process from the vantage point of an on-site local coordinator; another looks at DEEP from the office of a superintendent of schools. Chapter Six is a report on DEEP prepared by a resident economist and reflects that viewpoint. Chapter Seven provides the perspective of an educational theorist who shows the place of DEEP in the recent history of social science projects, and comments on the theories underlying other national curriculum projects.

The Handbook will be of special value to curriculum specialists faced with the difficult day-to-day effort of coordinating all the various elements which make up a system of curriculum change, and also to professors of education confronted with the task of teaching the nature of curriculum change to undergraduate and graduate students. The Handbook serves as a tool to help front-line curriculum supervisors meet the variety of bottle-necks and obstacles to curriculum change which inevitably appear. It also may be used as a supplemental text for brain-storming sessions within courses on curriculum development. Since the Handbook contains an implied theory of how one best changes curriculum, future teachers can be encouraged to examine and form their own theories of change, while experienced

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teachers can challenge the advice given with their personal experience on the firing line. There is much need for fine tuning current theory so that classroom practices can be effectively modified. Educational research in the nineteen seventies must place greater emphasis upon examining the dynamics of curriculum change and curriculum diffusion.

MULTIMEDIA MATERIALS AT THE ELEMENTARY SCHOOL LEVEL

Elementary teachers have long been more responsive to new classroom techniques than their high school and collegiate counterparts. Now the producers of classroom materials appear to be responding in kind. The following items are selected to illustrate seven different media which are now available as vehicles for economics instruction at the elementary school level.

EDUCATIONAL GAMES

The Game of Market, an experimental learning simulation, is part of a new sixth-grade economics program produced by the Industrial Relations Center, University of Chicago, under the direction of William D. Rader. The program also includes stories and accounting problems. In the Game of Market students simulate the buying and selling of goods in a familiar market--the grocery store--and discover elementary concepts of price theory. Students play in pairs as either consumers or retailers. In addition to their dramatic involvement in economic decision-making, students practice arithmetic skills and working together effectively. An experimental version of this game underwent extensive classroom try-out during 1969.

For further information and terms of availability write to Elementary School Economics, Industrial Relation Center, University of Chicago, 1225 East Sixtieth Street, Chicago, Illinois 60637.

IDEA-ORIENTED BOOKS

Two books by John E. Maher and S. Stowell Symmes are especially valuable as supplements to basic social science texts such as the Senesh program of Science Research Associates. Ideas About Choosing (1969) introduces young readers to the basic concept of economic scarcity. Ideas About Others and You (1969) introduces the concept of interdependence between people and things by using the idea of system. Both books make students think about common every-day experiences in new ways. Although written for elementary level readers, teachers will find the books provocative for class discussion even when read to the non-reader a few pages at a time.

For information and price write to Franklin Watts, Inc., Book Publishers, 575 Lexington Avenue, New York, N.Y. 10022.

TELEVISION PROGRAMS

An experimental television program, Adventure: Economics, has been developed by the Ohio State Department of Education and the Ohio Council on Economic Education. It is an animated 15-telecast series for teaching economics in the intermediate grades. Puppets act out a developing economy along lines similar to Life on Paradise Island (see page 9). Dr. Kenneth Light, one of the authors of a tentative resource guide for teachers designed to accompany the series, indicates that program effectiveness will be measured by a controlled experiment using classrooms in the Columbus, Ohio, schools.

For further information write to Dr. Kenneth Light, Program Director, Ohio Council on Economic Education, Ohio University, College of Business Administration, Bentley Hall, Athens, Ohio 45701.

8-mm COLOR FILM-LOOPS

Elementary Economics, a new series of Cartridge Super-8 film-loops by Ealing, Inc., is designed to help children discover underlying principles and to relate them to their experiences. Suggestions for classroom work and discussion are provided on the film-loop box. Each loop is silent and is prepared with an open-ended format. This design encourages interest in economics by building upon young learners' natural curiosity about their world. Series titles include: The quarter comes back: Circulation of money; The price is right: Supply and demand; The money pool: Investment and financing; Push a button: Automation and labor saving by machines; Chain of experts: Division of labor; and Input and output: Producing a product.

For information and prices write to Ealing Film-Loops, 2225 Massachusetts Ave., Cambridge, Massachusetts 02140.

16-mm COLOR FILMS

Films for Economics were prepared by Arthur Barr Productions, Inc., with consultation by James D. Calderwood. Each ten-minute film--"We Make Choices," "We Want Goods and Services," and "Our Productive Resources"--focuses on a limited number of economic ideas. Students are introduced to new terminology in a visual way. These films are ideal for complementing other media which explore similar concepts.

For information and prices write to Arthur Barr Productions, Inc., P.O. Box 7-C, Pasadena, California 91104.

BASIC SOCIAL SCIENCE MATERIALS

Cities at Work, the third-grade program of the series Our Working World by Lawrence Senesh (1969) introduces children to the cluster of ideas which help explain how cities function. What is a city? Why is a city located where it is? Why does a city grow? Why do cities change? What can be done to keep cities up-to-date? These are the major questions students begin to explore. Teachers are provided with a rich resource unit with stories, poems, songs, plays and other classroom-tested materials. These illustrate concepts drawn from economics, political science, sociology, anthropology and geography, economics being the core discipline. The book is problem-oriented. It deals with social realities and uses the case study method to present theoretical ideas. Children are introduced to "real" people who live in cities around the world: Athens, London, Venice, Rotterdam, Calcutta, and Singapore.

For information and prices write to Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

OVERHEAD TRANSPARENCIES

Everyday Economics is a program of elementary social studies for grades 1-6, created by Curriculum Development, Inc., 1967. Each of the six units in this economics program provides a base of understanding for a different grade level--both in terms of sophistication and in terms of traditional curricular material. All units deal with the same basic economic concepts, but more sophisticated concepts are introduced at each successive grade and previous concepts are reinforced. As children are helped to apply economic ideas in various situations, it is expected that they will begin to understand the complexities of our economic system more clearly.

For information and prices write to Noble & Noble Publishers, Inc., 750 Third Avenue, New York, N.Y. 10017.

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ASCD TO FEATURE PRESENTATIONS BY KAZANJIAN AWARD WINNERS

From March 15 through 17 creative teachers will share some of their award-winning techniques with attendees at the 1970 annual conference of the Association for Supervision and Curriculum Development. The conference, to be held at the San Francisco Hilton Hotel, will feature economics instruction on Sunday, Monday, and Tuesday, from 1:30 to 3:00 P.M. Practitioners, representing both elementary and secondary levels, will display materials and will be available for discussion. The seminars are sponsored by the Joint Council and the Calvin K. Kazanjian Economics Foundation. Place these economics education seminars on your personal ASCD program calendar.

(Note: The 1970 Kazanjian Foundation Awards Program for the Teaching of Economics is now under way. Application blanks are available from the Joint Council and curriculum coordinators may obtain them in quantity for system-wide distribution.)

MODEL CITIES PROGRAMS AND ECONOMIC EDUCATION

As major cities mobilize their resources behind the federal government's Model Cities Programs, it will become increasingly evident that economic education must play a crucial role if success is to be achieved. Tulsa, Oklahoma, is an example of a city fast building connections between the schools and its Model City Program. Under the direction of Mrs. Vincent Patrick a dynamic economics in-service training program for 40 inner-city teachers is under way as part of the Tulsa Economic Education Project. Teacher participants are drawn from schools with pupils who require specialized instructional techniques. Staff members of city agencies established to implement community action programs also participate. Unique workshop techniques encourage the sharing of ideas as educators of diverse backgrounds wrestle with one of the most perplexing problems of our time, building relevant learning experiences for inner-city children.

The Tulsa Economic Education Project is an extension of the Joint Council's DEEP project which was begun in 1964. The project is now independent of the JCEE and is considered an integral part of the school program in Tulsa.

For further information on the Tulsa Model Cities Program write to Mr. Kenneth Bolton, Director, Model Cities Program, 408 S. Boulder, Tulsa, Oklahoma 74103.

For further information on the in-service training program write to Mrs. Vincent Patrick, Director, Tulsa Economic Education Project, Tulsa Public Schools, P.O. Box 45208, Tulsa, Oklahoma 74145.

ACETATE OVERLAYS IN THE HIGH SCHOOL ECONOMICS PROGRAM

With the advent of NDEA-financed purchases, many schools are now equipped with overhead projectors. These can improve economics instruction in two important ways: (1) The saving in time obtained by the immediate reproduction of graphic material, and (2) the opportunity to show factor relationships which may not be so easily demonstrated by other media. Furthermore, by using commercially produced acetate overlays on a selective basis, a teacher can build a high degree of flexibility into his teaching strategies. At least three sets of transparencies currently on the secondary school market warrant examination and inclusion in multimedia curriculum libraries. However, careful preview of the specific frames within transparency sets is important. Often there are one or two frames which may project unsound economic analysis or may reflect poor teaching techniques. Classroom teachers should participate in the process of preview, evaluation, and selection. Some schools build such activities into their in-service courses, a move which makes a great deal of sense.

Three sets of economics transparencies currently available are:

Tweedy Basic Economics Series 1860, by H. Jerome Cranmer and Ronald L. Capasso.

This series consists of 38 multi-color transparencies with 114 overlays divided into the following six major categories: The economic problem; The market economy; The roles of the household, firm and government; The circular flow of economic activity; Money, banking and monetary policy; and Economics around the world.

For information and prices write to Tweedy Transparencies, 208 Hollywood Avenue, East Orange, New Jersey 07018.

The American Economy, a visual analysis. This series consists of 18 units, prepared by Sanford D. Gordon.

Representative titles are: Production possibilities curve; Theory of the firm; Federal administrative budget; Theory of income determination--bar graph--recession; Theory of income determination--45° line--inflation; and Balance of payments.

For information and prices write to D.C. Heath & Co.,2700 North Richardt Avenue, Indianapolis, Indiana 46219.

About the American Economy, a scriptographic unit of knowledge, consisting of 15 transparencies. This series may also be useful for adult education classes.

Titles include: What is economics?; "Free market" system; "Planned economy" system; Factors of U.S. economic output; Seven basic economic indicators; and Special areas of economic problems.

For information and prices write to Channing L. Bete Co., Inc., Greenfield, Mass. 01301.

HIGH SCHOOL ECONOMICS TEXTS: A NEW LOOK

The Center for Economic Education, California State College at Fullerton, has published a new study on high school economics texts. The study, written by Dr. Norman Townshend-Zellner, is an exploratory effort designed to discover if high school economics texts have improved since the disheartening state of affairs ten years ago reported by the American Economics Association's Textbook Study Committee. Townshend-Zellner makes modest claims for his work, but its pages can provide textbook selection committees with valuable information not readily available in the past. The report will not select a textbook for a school system and, indeed, texts are not identified by name. The purposes of the report would be abused if educators selected textbooks based solely upon the assertion of its value by a distant examination committee.

Townshend-Zellner as a committee of one does not name a "best" book. What he does do is provide the enlightened educator with a detailed set of criteria by which a textbook might be selected. Local textbook study committees can easily draft a brief, yet compatible, set of criteria based upon this study. Each teacher may then take part in the decision-making process; first in screening out texts which do not meet minimum criteria and then determining which of the remaining texts appear to be best suited for the particular group of students for whom the book was selected. On this basis there is, indeed, no one "best" book.

A thorough examination of the Townshend-Zellner study may well give further support to those teachers who have denigrated the practice of using a single textbook. Such teachers will find ample support for the practice of obtaining classroom sets of two, three, or even four different textbooks rather than purchasing a single book for all students. In this way students may take advantage of the strengths of each book; and teachers, by using multi-book assignments, can break the pattern of reliance on rigid chapter-by-chapter treatment of course content.

A New Look at the High School Economics Texts, by Norman Townshend-Zellner. Mimeographed report, 59 pp., $1.00. Send money with order to Center for Economic Education, California State College at Fullerton, Fullerton, California 92631.

List of High School Economics Texts (post-1963 publication date)

in Current High School Use

Alexander, Albert, Edward C. Prehn, and Arnold W. Sametz. The Modern Economy in Action: An Analytical Approach. New York: Pitman, 1968.

Brown, James E., and Harold A. Wolf. Economics: Principles and Practices. Columbus, Ohio: Charles E. Merrill, 1968.

Calderwood, James D., and George L. Fersh. Economics in Action. New York: The Macmillan Co., 1968.

Coleman, John R. Comparative Economic Systems: An Inquiry Approach. New York: Holt, Rinehart & Winston, 1968.

Chambers, Edward J., and Hildegard Hendrickson. Economics for Americans. New York: St. Martins Press, 1968.

Daugherty, Marion R., and Carl H. Madden. The Economic Process. Glenview, Illinois: Scott, Foresman, 1969.

Gordon, Sanford D., and Jess Witchel. An Introduction to the American Economy: Analysis and Policy. Lexington, Mass.: D.C. Heath & Co., 1967.

Harriss, C. Lowell. Economics: An Analytical Approach. Boston, Mass.: Ginn and Co., 1969.

Holt, Sol. Economics and You (3rd ed.). Chicago: Follett Publishing Co., 1964.

Hurwitz, Howard L., and Frederick Shaw. Economics in a Free Society. New York: Oxford Book, 1964.

Kennedy, John W., Arthur R. Olsen, and James Harvey Dodd. Applied Economics: Introductory Principles Applied to Everyday Problems. Cincinnati, Ohio: South-Western Publishing Co., 1967.

Leith, Harold R., and R. Pierce Lumkin. Economics U.S.A. New York: McGraw-Hill, 1968.

Lindholm, Richard W., and Paul Driscoll. Our American Economy (3rd ed.). New York: Harcourt, Brace & World, 1967.

Mortenson, William P., Donald T. Krider, and Roy J. Sampson. Understanding Our Economy: Analysis, Issues, Principles. Boston: Houghton Mifflin, 1964.

Silk, Leonard, and Phillip Saunders. The World of Economics. St. Louis: McGraw-Hill, 1969.

Smith, Augustus. Economics for Our Times (4th ed.). St. Louis: McGraw-Hill, 1966.

Wronski, Stanley P., Francis S. Doody, and Richard V. Clemence. Modern Economics. Boston, Mass.: Allyn and Bacon, 1964.

WHERE IT'S AT

Information flow may be improved as a result of the recent publication of three new directories:

Directory of Social Studies Curriculum Projects (1969, 98 pp.), compiled by Robert Wingert, Social Studies Adviser, for the Pennsylvania Department of Education. Each project listing includes a brief summary of purpose and a review of materials available from the project.

For copies and information write to Bureau of General and Academic Education, Pennsylvania

Department of Education, Box 911, Harrisburg, Pennsylvania 17126.

Directory of Research in Social Studies/Social Sciences (1969, 27 pp.). Lists projects in the teaching of social studies, social sciences and related disciplines which are, or have been, funded by the federal government under programs of the U.S. Office of Education.

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Catalog No. FS 5.231.31010. Price 40 cents.

Directory of Educational Information Centers (1969, 118 pp.), prepared by the U.S. Department of Health, Education, and Welfare, Office of Education. Lists all the major depositories of educational research including ERIC Centers, Regional Educational Laboratories, Instructional Materials Centers, and Research and Development Centers.

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Catalog No. FS 5.212: 12042. Price $1.25.

OTHER NEW PUBLICATIONS

Selected Readings in Economic Education, Roman F. Warmke and Gerald F. Draayer, Editors (1969, 396 pp.). This book is of great value to the profession of economic education. It comprises a stimulating collection of 23 articles covering a wide range of topics. Part One deals with "The Status of the Discipline," Part Two with "Communicating the Discipline," and Part Three with "Applying the Discipline." Reading lists for all teacher education programs in the field of economics will be enhanced by inclusion of this book. For copies write to the Executive Director, Ohio Council on Economic Education, College of Business Administration, Ohio University, Athens, Ohio 45701. Since the cost of the first printing was partially covered by a Federal grant, the first copy will be provided at no charge as long as the supply lasts. A charge of $4.00 for each additional copy will provide funds for further manuscript reproduction since additional copies must be printed without the use of Federal funds.

The Journal of Economic Education. The teacher who wants to know how economics can best be taught can read original articles which extend understanding of the teaching process. Special emphasis is given to publishing research reports. Although the most rigorous research has, so far, been conducted at the collegiate level, secondary educators can learn a great deal about the relative effectiveness of different kinds of instructional techniques through Journal articles. The fall 1970 issue will be largely devoted to instruction in economics at the junior college and high school levels. Published semi-annually.

Subscriptions may be ordered from The Journal of Economic Education, 1212 Avenue of the Americas, New York, New York 10036. Subscription price $3.00 per year.

Life on Paradise Island: Economic Life on an Imaginary Island, by W. Harmon Wilson and Roman F. Warmke (1970). This is a storybook of the evolution of a primitive economic society into an advanced society. Written for the junior high level, the book is designed to help young people understand some of the elementary principles of economics. Economics has been divided into three basic parts: (1) How limited resources are used and shared (allocation). (2) How the flow of goods and services and the flow of money developed (flows). (3) How individual and group decisions influence the type of economic system (coordination).

For information and price write to Scott, Foresman and Company, Glenview, Illinois 60025.

NEW FROM THE JOINT COUNCIL ON ECONOMIC EDUCATION

The following additional titles have been recently added to the list of publications distributed by the Joint Council:

Learning Economics Through Children's Stories, Bibliography for Grades K-3.
A source of supplementary readings for primary grade students learning basic economic concepts. Points of human economic behavior are illustrated by the stories which are classified by five categories corresponding to subject matter of elementary schools. Annotated. 1969, 33 pp., $1.00.

Steps for a Balanced Economy, Inflation Can Be Stopped.
A simple introduction to monetary and fiscal policy and their relationship to the individual. Explains how actions taken at the national level can achieve a balanced economy, and how the individual can influence these decisions. Illustrated. 1969, 32 pp., $.25, $6.00 for classroom sets of 30.

Study Materials for Economic Education in the Schools, Reports of Materials Evaluation Committees to the Joint Council on Economic Education.
An annotated bibliography of selected supplementary materials in economic education. Includes written and audio-visual materials reviewed and recommended for classroom use. Updates 1963 report. 1969, 70 pp. $1.50.

Economic Topic Series.
Each series is a set of articles on a contemporary economic issue written by a leading economist with a companion article by a master teacher suggesting classroom action.
Taxation in the United States, 1968-69 series. Articles by Herbert C. Morton and Mindella Schultz. 18 pp., $1.00.
Economic Stabilization Policies, 1970 series. Articles by Wilfred Lewis, Jr., and D. Bruce Johnstone. 24 pp., $1.25.

Economic Education Experiences of Enterprising Teachers, Volume 7.
This publication, edited by George G. Dawson, summarizes the entries submitted to the 1968-69 Kazanjian Foundation Awards Program for the Teaching of Economics. 1970, 120 pp., $1.25.

For a complete listing of all publications distributed by the Joint Council, please request copies of the March 1970 Checklist.

The SCHOOL SERVICES CURRICULUM NEWSLETTER is published by the Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N.Y. 10036. S. Stowell Symmes, Editor.